INSIDE: Details on Lloyd Axworthy's Green Paper — SEE PAGES 4-5

OCT. 12. 94

THE McGILL DAILY

VOLUME 84 • NUMBER 15 | Axe to grind since 1911 | WEDNESDAY, OCTOBER 12, 1994

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By Robin Perelle

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Students' Society

By Sara Mayo

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DAILY PHOTO BY DEREK FUNG

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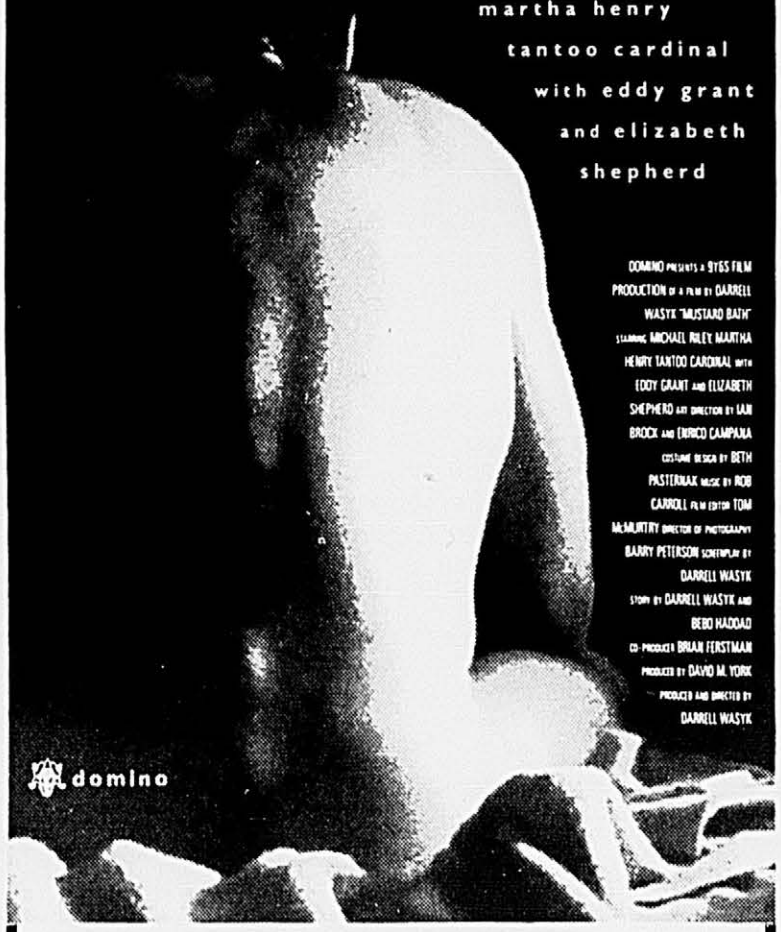
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Students' Society

continued from page 1

was taken up with the formation of a new media committee, which by admission of the PRC members, esssentially has no power within SSMU.

Amin Kassam, Residence Representative and member of the PRC, brought forward a proposal to replace the various publications boards of the different SSMU media, including the *Tribune* and the *Red Herring*, with one "stream-lined" committee.

Members of the PRC committee were upset when this seemingly innocuous item was passionately debated for more than an hour. One amendment made by councilor Sicking (Senate-Board rep) to remove the executive producer of illTV from the membership list of the committee, became a heated argument. Some councillors, including Sicking and Johnson, went so far as to question the very existence of the new media club. Chris Carter, Club representative and member of the PRC, told council that illTV is very much alive, "Was I dreaming when I was interviewed by illTV," he asked.

An 11-11 tie on the amendment was broken by the chair, ending with illTV remaining on the membership list of the committee. Eventually, the whole proposal for the new Media committee was carried.

In it for the cash?

During question period, Lorne Daitchman (Management rep) asked about the SSMU executives' stipends. Currently, the five executives each receive $10 000 for their work. Daitchman asked each of the executives if they would have run for their positions had stipends not been offered.

Small, Benedict and VP Internal Affairs Cornell Wright, all answered that they would not have run for their respective positions. President Sevag Yegoyan said he still would have run, because he was able to accumulate some savings during his first few years at McGill. Jonhson at first hesitated and then decided not to comment.

The next meeting of the Students' Society council will be tomorrow, at 6:00pm in room B09 of the Shatner building. Topics on the agenda: whether SSMU should recognize fraternities and sororities as clubs, changes to the judicial board, and if SSMU should enter into an agreement with the long distance company ACC (like the one McGill did).

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Your health plan vs. your privacy

continued from page 1

my insurability..."

It is the part about exchanging information that Ahmed expressed the most concerned about. "What worries me is not the research that the insurance company might do, but the fact that they might give out the information to other institutions," she said. "Suppose a personnel department decides to run a check on me and calls Seaboard Life, can they just hand out my personal information," she asked.

"As a matter of principle, I would not sign the [claim authorization] form, because I think it's a bad idea to give such blanket authorization to Seaboard Life," Ahmed continued.

The problem is, most students will not even know how much authorization they are handing over to Seaboard Life until they try to claim a reimbursement. By then it will be too late to opt out of the health–care plan.

The deadline to opt out of SSMU's health care plan is scheduled for this Friday, October 14.

A staff member of the McGill Legal Information Clinic, whose policy mandates that they remain anonymous, agreed that students have some cause to be alarmed.

"Essentially the document represents a waiver of the applicant's Charter right to privacy. The insurance company would have complete authority to gather personal information on the applicant, and equal authority to release such information to private or public bodies holding files or personal information...

If an applicant signed the waiver s/he would, in almost all circumstances, fail in any action brought against the company for an infringement on the right to privacy," the staffer said.

The staffer did point out, however, that Seaboard Life's consent form seems to limit them to receiving or releasing only such information that pertains to insurability or the study of any claim.

"[Seaboard Life] assured me that they adhere to a Code of Conduct which precludes the release of information to 'unacceptable' bodies, and ensures confidentiality,' reported the staffer, after contacting the company.

Any students who still feel uncomfortable placing their right to privacy in the hands of Seaboard Life may choose to opt out of the portion of the student health plan relating to prescription drug coverage. However, in order to opt out, SSMU says you must be covered through some other source (like a parent's plan), and you must fill out the "opting-out" form, available at the Students' Society Office in the Union Building, by the end of the week.

That's why Ahmed came forward now, while there is still time to warn other students.

Till death do us part

Ahmed also pointed to another worrisome clause in the contract that seems to give Seaboard Life the right to modify the terms of the contract without renewing the client's permission.

This clause of the "Claim Authorization" form states, "The present consent is valid for the purpose of the present contract, its modification, extension or reinstatement."

"I'm not a lawyer or a paralegal or anything, but its seems that Seaboard can alter the contract without even asking you, and because you signed the consent form you'll have no recourse," said Ahmed.

VP Finance Paul Johnson could not be reached for comment, and the SSMU brochure does not address any of these concerns.

"Trapped between the astronomical cost of individually purchased health insurance on the one hand and the growing cost of health expenses on the other, students are often left with very limited options for maintaining their health," reads SSMU's "You're Covered!" information brochure.

"By joining together and using their collective purchasing power, students have been able to obtain the protection that they need and deserve," the brochure continues.

However, in terms of privacy rights, the real question may be: are students obtaining any protection at all?

GROUP INSURANCE ENROLLMENT OR CLAIM AUTHORIZATION

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A photocopy of this consent has the same value as the original.

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Name _____
(Please print clearly)

Signature _____

Would you sign this form? Students who make a claim on their Students' Society sponsored health insurance are asked to.

Modem costs too high

Students ask for an alternative to dial-up fees

BY MAX FRANCISCO

After the September 23 general interest meeting for students, organized by Senate Committee on Computing (SCC) student representative, Nilesh Pattanayak, a new proposal was drafted to counter the SCC's intentions to charge for modem usage.

The SCC had passed the proposal, which tries to remedy the financial concerns of modem usage, during the June 10 meeting.

The student counter proposal could be the solution. It proposed searching for corporate sponsorship, a Computing Centre budget review, and auto-log-offs during peak hours.

The alternate proposal was brought before the October 3 president's council meeting through the VP Academic of the Engineering Undergraduate Society, Mitch Ingham. The proposal was passed unanimously by the president's council, and various faculties are in the process of writing letters of support. However, critics say there are problems with the proposal.

Tom Levaisseur, systems administrator for the electrical engineering undergraduate laboratory, noted that there are some technical concerns with the student proposal.

"I was the guy telling everyone to [use the log-off feature]," said Levaisseur. "Now, however, I'm not too sure that it's such a good idea."

Apparently, about 1 out of 10 users can bypass the proposed logoff feature with a routine which would automatically redial the McGill network if logged off. In effect, the lines would be tied up once again.

"There is no provision in the proposal that says that if you are kicked off you can't get back in, "said Alan Greenberg, director of the Computing Centre. "Without that provision all you will do is upset the person and they will call back in. It's not clear if it will reduce modem usage [to acceptable levels]."

Greenberg proposes that "a user gets logged-off until the system is idle. But if a student has an assignment due tomorrow and needs to be on, then what do you do?"

The student proposal has stated that a warning will alert the user to an impending log-off. This is the practice of many BBS's, but once again there are some tricky technical considerations.

"There is no reliable way to give the user a warning of the log-off," said Levaisseur. Levaisseur continued by noting that warnings may not be enough. "There are a number of people who can't live with just two hours online," said Levaisseur. "We might have to set up a second modem pool just for these people."

The second pool would accomodate those dial-in users who need extended access time, like system administrators, who monitor the system from home.

"A second pool could be set-up, but this may cost more," said Greenberg. "From experience, splitting up a pool of 50 modems would mean 30 modems for the second pool and 30 for the general pool."

So what is the solution?

"I think we should just inform the users not to do it," said Tom Levaisseur. "It seems strange, because this is the first step that should have been taken. Perhaps half have never even stopped to think about it."

The Computer User's Committee (CUC) met September 21, and decided to strike up a committee to research how the computing centre spends its money with a special focus on modem fee alternatives.

"Basically we are asking for a re-examination of the situation here at McGill," said Marcos Silva, who was present during the CUC's sub-committee meeting on October 6. "The modem pool is just one example of how we are handling things. We're applying short term models for long term problems."

The various proposals will be brought to the next SCC meeting on October 14. There are three proposals tabled for discussion: the student proposal, the CUC proposal, and a proposal by the Strategic Planning Committee.

So far only the student proposal is available. Faculty representatives and the SSMU desk have copies.

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SINCE • 1911
Vol.84 No.15

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The Daily is a founding member of Canadian University Press, Presse étudiante du Québec, Publi-Peq and CampusPlus.
Printed on 20% recycled paper. ISSN 1192-4608

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THE McGILL DAILY

Green paper a blueprint for disaster?

The Axworthy report could change the face of education in Canada



DAILY GRAPHIC BY JANE TEMBLE

BY MELANIE NEWTON

Considering the amount of media coverage of the federal government, it is surprising how many people have not heard of the "Axworthy report".

Entitled *Improving Social Security in Canada*, the 89 page document, affectionately dubbed "the green paper" because of its cover, outlines sweeping reforms to unemployment insurance, job training and post-secondary education funding. According to Axworthy's introduction to the paper, the federal government conceived it "...to give Canadians an opportunity to participate in the shaping of a crucial element of that agenda — the rebuilding of our social security system."

The green paper is riding a wave of good press from papers like the *Gazette* and *The Globe and Mail*. To hear them tell the story, the only people opposed to the paper are the Québec sovereigntists.

So why is it that the proposed cuts to post-secondary education alone has caused the most large scale mobilization of student associations the country has seen since tuition fees were unfrozen in Québec in 1989?

Why do the Canadian Federation of Students (CFS) and its newly formed rival the Canadian Association of Student Associations (CASA) agree that the report is a serious threat to Canadian students? What could be so wrong that our own Student Society will be demonstrating against Lloyd Axworthy and the discussion paper when he comes to speak at McGill today?

One wonders why students have heard so little about this nation—wide opposition.

Just what's in the green paper?

According to the paper, Canada's "social safety net" has become obsolete in a changing world economic structure. To keep up with the world trend in trade liberalization, and to ensure that Canadians can "get and keep jobs", the areas of work, learning and security need to be reformed.

Student associations around the country are most immediately alarmed by the federal view of education in the new, competitive Canada.

Ultimately the changes would eliminate the current federal transfer payment system to the provinces, and replace them with a federally-funded loan scheme. Transfer payments for post-secondary education, currently amounting to $6.1 billion dollars. or 2.6 per cent of the federal budget, have been keeping tuition fees at bay since 1967.

Under the new scheme, called "Income Contingency Loan Repayment" (ICLR), all students would be eligible for government loans to pay for education, and would repay the government after university.

This method of payment has been hotly debated among student associations for years. However, even organizations usually in favour of ICLR are against it if it means that students will be responsible for funding the bulk of Canadian post-secondary education.

> "I think there's something fundamentally wrong with the idea that I should be paying for my education until the day I die, which ICLR could mean."
>
> — *Student Society Arts Representative Lisa Grushcow*

In a press release dated October 7, the CFS said "the government is seriously considering phasing out transfers to the provinces under Established Programs Financing... [As a result, provinces unwilling (or unable)] to pick up the slack would increase tuition fees or deregulate fees entirely allowing schools to set their own... The end result would be a dramatic shift in financing our system of post-secondary education from government to students."

Lisa Grushcow, chair of McGill's Student Society's External Affairs Committee and Arts faculty representative to Student Society Council, fears what this change could mean.

"Once the transfer payments to the provinces no longer go directly to the provinces there's nothing to keep tuition down," she said.

But God made them do it

The green paper does not deny that: "replacing federal cash transfers would put upward pressure on tuition fees."

But it claims that because the federal government can no longer afford them, the disappearance of transfer payments is an inevitability anyway, and has actually already begun.

The paper is written with the basic assumption that the federal government will phase out monetary transfer payments and replace them with tax exemptions. By 1996-97, only $2 billion federal dollars in actual cash will be going to education, down from $2.6 billion this year.

The paper gives the impression that the government will only consider suggestions for reforms which include getting rid of transfer payments. Student leaders question federal judgement in this regard.

"God didn't appear before Lloyd Axworthy after he was elected and say 'I'm phasing out transfer payments.' It's a political decision, not a law of physics," says VP External Nick Benedict.

Broken promises

In response to the proposal, student associations have accused the government of backing out of its commitment to post-secondary students.

Academic Affairs Commissioner for Queen's University's Student Council Keith McArthur said the change would mean that "students in Canada would have to pay a higher proportion of university costs than almost anywhere else in the world."

At present, Canadian students pay around 25 per cent of the cost of post-secondary education. Various student associations, as well as the umbrella CFS, estimate that, with the new system, students would pay around 60 per cent of the costs, or an estimated $40,000.

This would obviously have a negative impact on accessibility to post-secondary education. Many organizations agree with CFS predictions that if students are afraid of incurring a massive debt load for their education, many will give up on the idea of going on to higher education.

"It will have the same impact on large and small universities. It will force students to take student loans that could exceed $40,000," says CFS President Guy Caron.

But Axworthy's green paper claims that the ICLR plan will actually prevent education from becoming a luxury for the wealthy.

The paper describes ICLRs as "... a necessary price to pay" to keep education in the reach of most students. The document assumes that transfer payments will disappear, and that this loan program is the best way to compensate for the dramatic loss of federal education funding.

During an October 5 press

At present, Canadian students pay around the cost of post-secondary education. W associations, as well as the umbrella CFS with the new system students would per cent of the costs, or an estim



to the federal government by an average of $50,000 by saying, "I don't think that's a figure that would be appropriate."

Surprisingly enough, nearly everyone except the government has reached such a figure.

Life long learning or life long debt?

McGill's Student Society supports ICLR in theory, but Council Representative Grushcow is disturbed by the vague language used to describe ICLR in the paper.

"The important thing to note about ICLR is that it has the possibility of ranging from really positive to really negative. It could, in its better forms, be an improvement on the current student loan program which has a fixed date of repayment," said Grushcow.

She added, "What I don't like about ICLR is it gives you this and I think there's something fundamentally wrong with the idea that I should be paying for my education until the day I die, which ICLR could mean."

The paper neglects to raise several questions around the issue of ICLRs. It doesn't say who will be responsible for overseeing repayment. For example, will banks be responsible for ensuring that students repay their loans? What powers would any body overseeing repayment have over those who fail to make their payments?

Will ICLR payments include interest, or will they be tied to the rate of inflation? Will there be a "forgiveness date", after which people who most likely will never be able to pay are forgiven their debts?

The AUCC is "very concerned" about just how deep the cuts will be. "It's impossible to say what the effects would be [on universities], because there are too many unknowns. First the federal government has not provided very much detail about the underlying fiscal framework. We simply don't know how the provinces will react to a large cut in transfer payments and how they will pass that on to the universities," said AUCC Director of Government Relations Robert Best.

Is there a bigger picture here?

Perhaps students should also explore the possible reasons behind the report, and what implications it could have for the future of Canadian society.

On page 15 the paper reads, assigning various component manufacturing and assembly operations to wherever the cost-effectiveness is greatest. Liberalizations of trade and investment policies world-wide has implemented and accelerated the trend."

In English, this means that the government wants to integrate Canada's social security system into the world free trade system. Competitiveness rather than justice and need will be the dominant ideology.

Student leaders think this is the wrong approach to changing economic patterns.

"If they're talking about competitivenes, I don't see how Canada will become more competitive with fewer people going to school. Unless we want to drop minimum wage and start... opening more sweat shops, we have to compete with a well-educated, well-trained workforce. Every other industrialized nation does," says Benedict.

The Student Society's Campaign for Accessible Education will be distributing abbreviated copies of the discussion paper and the "workbook", which the government has compiled to gather national reactions to the proposals. Complete copies of the green paper are available at the Office of Employment and Immigration, 1441 St. Urbain. To get involved call Student Society VP External Nick Benedict at 398-6798, or leave a message for Lisa Grushcow at the Student Society, 398-6800. You can contact the Canadian Federation of Students at 613-232-7394.

25 per cent of
Various student
, estimate that
pay around 60
nated $40,000.



Every student has a part in this play

HOW YOU CAN GET INVOLVED

The Students' Society has formed an ad-hoc committee called the Campaign for Accessible Education. Today, when Axworthy comes to speak about the green paper in the Law Faculty's Moot Court, the Campaign will greet him with a demonstration against the reforms.

"We're starting an information campaign to inform students of what's going on. We've started getting our message across in the local and national media," said Benedict.

The CFS is holding a general meeting in early November, around the time when a parliamentary committee is scheduled to consult the public on the reforms. A few days ago the *Toronto Star* reported (in an article which Axworthy vehemently denied was true) that the government was planning to use the consultation to announce further cuts not outlined in the paper.

Although organized action must wait until member associations reach agreement at the meeting, President Guy Caron says that the idea of a national student strike is being contemplated.

One thing which most student associations definitely agree on is that the public, not just students, is being misinformed.

"The issue isn't being presented, either in the report or in most media coverage, as something which will affect us drastically and directly. It's purportedly an open process but it's not open if people don't know how it affects them," said Grushcow.

Student leaders suggest that all students be part of the movement against the cuts. There is also talk of forming coalitions with labour interest groups and social security rights groups in the future.

"The most important thing is to get people involved. When people realize that Axworthy is trying to replace accessible education with a US style system, he'll have a lot of difficulty convincing people this is a good idea," said Benedict.

They also stress collective action as opposed to individual protest.

"It's very difficult to do something individually. We are fighting against the government here," said Caron.

"It's got to be a grass roots response. Our voices aren't going to be heard by just a few student leaders standing up and saying what they think for somebody to listen to what we have to say," says Grushcow.

Students should remember that this report is not the full story. A financial statement from the Ministry of Finance, led by Paul Martin, is due out in a few weeks.

"[The financial statement] may provide some of the information that did not accompany the green paper on the government's intentions," said the AUCC's Best.

The ugly history of native education

Report from the Assembly of First Nations tells all

by MJ Milloy

i.

27 years ago today, Charlie Wenjack ran away from the Cecilia Jeffrey Indian Residential School outside of Sault Ste. Marie in northern Ontario. Dressed in only a cotton windbreaker, he wanted to walk over 400 miles through the northern bush in late fall to return home to his father.

WHAT CAUSED Charlie Wenjack to run out into the freezing rain? A recently released report by the Assembly of First Nations called *Breaking the Silence* attempts to uncover the shocking and horrific legacies of Indian Residential Schools.

Indian Residential schools existed in every province and territory from the end of the last century into the 1970s. Most schools were barren and forbidding structures isolated from both native and white communities. The majority of the schools were run by Catholic and Protestant missionary organizations.

Residential schools were established in order to "reclaim Indian children from their savage state." They were seen as the way to Christianize and civilize native peoples so that they could assimilate into the Canadian mainstream. These schools would exist until, in the words of a former minister for Indian affairs, Duncan Campbell Scott, "there is not a single Indian left in Canada."

Breaking the Silence attempts to reclaim some of the experiences from these schools of cultural destruction. In 200 pages thirteen native men and women recount stories from their lost childhoods. As the authors acknowledge, "some individuals will be shocked by its content ... others will close their eyes and refuse to see."

In the words of the respondents, the schools emerge as institutes of extreme discipline and cruelty. Students were ruled with an iron fist, and any minor infraction of one of the multitude of rules was punished with corporal or mental abuse.

Lashings with leather straps were routine, often in front of the entire class or school. Students were usually made to drop their pants to receive the blows. Students were also punished by being deprived of food. One student from the Kamloop's Indian Residential School in British Columbia remembers "just pure bread and water to eat, laying on the floor ... oh, I don't know how many days." Bed wetters were also dealt with cruelly. Another student from the Kamloop's school recalls having to wrap the wet linen around her head before she was beaten.

Speaking a native language provoked similar abuse. In almost every report students remember being punished for speaking their languages, even if they had just arrived at the school. One student remembers having her head shaved for speaking Cree. Others were beaten or given extra cleaning duties.

The report details almost every form of abuse imaginable. Sexual abuse was common and both girls and boys were raped or made to perform sexual acts for their guardians. Another woman remembers how as a young girl she was "strapped into an electric chair and then zapped with electricity." The charge left her knuckles, hands and forearms bleeding.



PHOTO REPRINTED FROM "SKYSCRAPERS HIDE THE HEAVENS", BY J.R. MILLER

The contrast between a Plains Indian father and his children, who were students at the Qu'Appelle Indian Industrial School around 1900, was viewed by missionaries as evidence of the schools' successful inculcation of Euro—Canadian ways in the young.

ii.

Charlie Wenjack was a frail twelve year old when he ran away from school. All Charlie Wenjack took with him for his flight home was a glass jar full of matches and a worn CNR schedule. Cold, alone and unable to read the English schedule he walked along the tracks as night fell and the freezing rain came up.

THE ACTS OF EXTREME violence towards generations of children were not random or aberrant. Rather, they were physical manifestations of an institutional system that wanted to destroy native cultures by targetting the most vulnerable section of already vulnerable communities.

The philosophy of native education by whites was simply a blatant form of cultural genocide. Generations of colonial administrators felt that the "Indian's ignorance and superstitious blindness" was the greatest impediment towards native people becoming "useful members of society.". It was the European 'duty' to "raise [the Indians] to the level of the whites."

For their part, native people welcomed offers of education and training. They realised that their social and economic position was changing due to the ever encroaching Euro-Canadian system. Although they wanted to learn to read and write, "they had no wish to assimilate."

Part of the policy was set out in a Government of Canada commissioned report in 1847. It concluded that Indian education was not simply "training of the mind", but also had the purpose of "weaning them from the habits and feelings of their ancestors, and acquiring ... the customs of civilised life."

Residential schools reflected the genocidal philosophies of their religious and governmental masters. Every aspect of life — from daily mass, to meals, to class-time — was designed to separate children from their traditional ways, their traditional religions, and their families.

As stated by a turn of the century cabinet minister "in order to educate the children properly we must separate them from their parents." The parents would have a bad influence on their children, causing them to forget their Christianity and civilisation. He concluded that to have any beneficial effect "we must catch [them] very young."

Forced isolation from their culture did not end when native children were taken from their communities. As Egerton Ryerson observed, "nothing can be done to elevate his [sic] character without religious feeling." Religious instruction was mandatory at most schools. Children were taught that their parents were pagans, and that they would be sent to hell. As a former Kamloop's student remembers "this made me ashamed of my parents." The message to students was that "it was evil for us to practice any of our cultural ways." The students were told they would "go to Hell and burn for eternity if we did not listen to their way of teaching."

"Native education" is continued on page 8

events

• **WUSC McGill** will hold a meeting on Thursday, October 13 at 18h in room 306 of the Union building. Applications for programs and a discussion of the symposium. 284-0609.

• Book launching/reading of *My Tongue on her Theory* , Images, Essays and fantasies, by Kiss and Tell on October 23 at 19h30 in the John Alexander Restaraunt, 2065 Bishop St. Call CQC at 848–7414.

• The **McGill Debating Union**, in association with **Walksafe** and **SACOMSS** presents a debate entitled, *Be it resolved that McGill should implement a policy regarding sexual conduct in the student code* at 18h on Monday, October 17, in room 302 of the Shatner building. It is free.

• Gerry Adams, president of Sinn Féin, will talk on *Lasting peace in the north of Ireland*. The meeting, organised by the **Concordia Irish Society**, will be at 20h on Thursday, October 13 at 1455 DeMaisonneuve, room H-937. Suggested admission is $2 for students and $5 for others.

• **Tamil Sangam** welcoms all students, staff and other tamil lovers to their *Annual General Meeting and Pot Luck* at 18h on Friday, October 14, at 550 Sherbroke W., room 1170. Call Rakulan at 846-4047.

• **McGill Entrepeneurs club** presents guest speaker Professor Peter Johnson, 17h30 to 18h30 on October 18 in Arts 145.

• **The McGill University Department of Linguistecs** presents a colloquium on Current Issues in Linguistic Theory. Professor James Pustejovsky of Brandeis University will speak on *Semantic Generativity* at 13h on Thursday, October 13 in Bronfman 37.

• **The McGill Department of Epidemiology & Biostatistics** will present a seminar by Dr. Ian Roberts, post doctral fellow, Department of Community Pediatric Research, Montréal Children's Hospital, entitled, *A case control study of child pedestrian injuries* at 12h30 on Thursday, October 13 in Purvis Hall (1020 Pine Ave. W.), room 25.

• Is there an alternative to "Status quo federalism and separatism?" **The McGill Students for Renewal** present the Canada-wide Campaign for a Modern Constitution and Democratic Renewal. The guest speaker will be Hardial Bains, leader of the CPC(ML). The event will be at 18h30 on Thursday, October 13 in Shatner 425. Call 398-2106.

• **The students of Sri Chinmoy** are offering free four-week meditation courses. For more information, call 845-1837 (for English) or 489-5692 (for French).

• **Québec PIRG** invites you to discover the *other* Montréal by bus. QPIRG is organizing a three-hour but tour with guides from L'Autre Montréal o;n social and environmental issues that effect our city at 13h30 on Sunday, October 16. The bus will depart from the Roddick Gates. Tickets are $5. Purchase tickets before Friday, October 14 at the QPIRG office, Eaton building, room 505. Call 398-7432.

• **The Islamic Culture Network** invites you to an *Islamic Awareness Day* on Thursday, October 13, 12h to 18h in the Union Ballroom. Food will be sold.

McGill Book Fair

Redpath Hall, 3461 McTavish Street (or Terrace Entrance)

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HILLEL PRESIDENTIAL GRANT FOR STUDENT INNOVATIONS

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Each project must have one individual who will assume responsibility for the entire project. This person must be a full-time Jewish student registered at a Montreal post-secondary institution (CEGEP or university)

Amount of Award

Successful projects will be granted an award from a fund totalling $5,000. As well, a Hillel professional will be available for consultation in the development of successful projects.

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Deadline for Submission of Proposals

Applications must be received by Monday, October 24, 1994

A detailed application package is available at:

Hillel- Jewish Student Center,
3460 Stanley Street, Montreal, Quebec H3A 1R8
Tel: (514) 845-9171

Try Our Experiment!

The Arts and Science Student Affairs Office is conducting an experiment in advising students by E-mail.

Who can participate?

Any student in Arts or Science who has an E-mail address can use this service.

If you do not have an E-mail address, you can obtain one free from the Computing Centre, second floor, Burnside Hall.

What kind of advice can I get?

Any academic advising question which you would ask by phone or at our counter can be sent by E-mail.

To arrange an appointment with an advisor, you will still need to phone or come to our counter in Dawson Hall.

If your question is of a personal nature, or is very complicated, you may be asked to make an appointment to see an advisor.

How do I send a question?

Send your E-mail questions to:

ADVISOR@ARTSCLLAN.MCGILL.CA

Please phrase your questions clearly and be sure to include your name and student number.

Questions will be answered on a first come, first served basis.

Hillel Jewish Campus Centre

Back by Popular Demand

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10 sessions.
Starting: Wednesday, October 19, 1994, 7:00 PM at Centre Hillel, 5325 Gatineau.
For more Information: Sidney 738-2655

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Ads may be placed through the Daily Business Office, Room B-07, University Centre, 9h00-14h00. Deadline is 14h00, two working days prior to publication. ***McGill Students & Staff*** *(with valid ID): $4.00 per day, 4 or more consecutive days, $3.50 per day ($11.00 per week).* ***General Public****: $5.00 per day, or $4.25 per day for 4 or more consecutive days ($17.00 per week). Extra charges may apply, and prices do not include applicable GST (7%) or PST (6.5%). For more information, please visit our office in person or call 398-6790 –* ***WE CANNOT TAKE CLASSIFIED ADS OVER THE PHONE. PLEASE CHECK YOUR AD CAREFULLY WHEN IT APPEARS IN THE PAPER.*** *The Daily assumes no financial responsibility for errors, or damage due to errors. Ad will re-appear free of charge upon request if information is incorrect due to our error. The Daily reserves the right not to print any classified ad.*

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7 - ARTICLES FOR SALE

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Add some fire to your life. Try fresh, organically grown cayennes, chilies and jalapeños. To order call Richard 398-6427 Days.

10 - RIDES/TICKETS

TRAVEL CHEAP WITH COTOMOBILE. OFFER A RIDE$$. OR TAKE ONE TO TORONTO $24, QUE. $13, NY $45, ETC... FREE MEMBERSHIP (for passengers 'til Dec. '94) CARPOOL WITH US 933-0893.

13 - LESSONS/COURSES

Dance classes - Jazz or tap, beginner and intermediate with Elissa Bernstein. Five minutes from campus. Register now - 495-3057.

14 - NOTICES

Brown Bag and Bible: A Chaplaincy-lead Bible study, Friday 12:30-1:30, 3rd floor classroom, 3484 Peel Street. All are welcome. Info. 398-4104.

LBGM discussion grps. Wed. 5:30 Bi-Group Shatner 423. Thurs. 7PM women's grp. Shatner 423. Fri. coming-out 5:30 & General 7PM, 3521 University.

McGill Nightline is an information listening and referral service. Open 9pm–3am until mid Oct. and 6pm–3am the rest of the year. Try it out!! 398-6246.

15 - VOLUNTEERS

The McGill Orthopædic Lab is seeking healthy volunteers to participate in a study. Please call 842-1231, ext. 5382. Financial compensation available upon completion.

The McConnell Brain Imaging Centre is looking for male or female volunteers 18+ to participate in brain function studies. Call Dr. D. Reutens for more info at 398-1996 or 398-8932.

16 - MUSICIANS

Piano Tuning. Special prices for students - $35. Tel.: 288-4415.

The Assembly of First Nations on residential schools

"Native education" continued from page 6

The curricula of the schools was another form of attack on native values. The method of instruction itself was alien to the native children, as were the subjects taught. Native people were excluded from the curriculum, made invisible in the history of the "discovery" and "exploration" of the "New World". As one student remembers, there was "no history about B.C. ... we learned about Henry the Fifth and Eighth, and all those guys."

Afternoons in most residential schools were spent teaching the students trades and crafts. Or, in the words of one student, trying to create "white people with brown skins". The skills taught included farming and carpentry for boys and cooking and sewing for girls. Although this instruction may have imparted a more practical education than discussions of the Tudor Dynasty, the underlying lesson was still one of native inferiority. Another student remembers being taught how to wash and wax a floor, despite the fact that none of the students came from homes with wooden floors. The woman remembers the underlying lesson that the European way was right, that a home without a wooden floor was simply not a home at all.

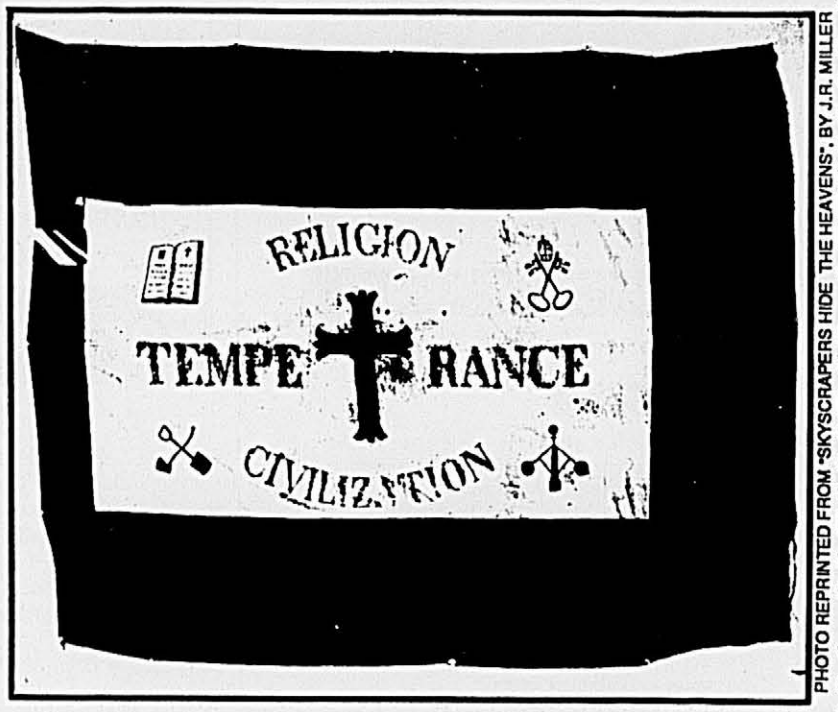


PHOTO REPRINTED FROM "SKYSCRAPERS HIDE THE HEAVENS", BY J.R. MILLER

The religious flag that Oblate missionaries gave to converted native leaders in British Columbia. The Oblates ran many of the Catholic missionary schools.

iii.

They found Charlie Wenjack's body on October 23rd, 1967. He was lying four feet from the train racks. The map was gone and the matches were unopened. The coroner determined the cause of death as exposure and exhaustion. The sense of puzzled grief was summed up by a CNR worker: "we tell this man he has to send his son to one of our schools, then we bring his boy back in a luggage car."

During the 1960s and 1970s residential schools were eventually closed. This was due to a combination of government stinginess, reformed political climate, and native resistance. The government grew tired of supporting a system which did not produce the products it had hoped for. Those schools not taken over by local native Band Councils have been left derelict across the country.

Native resistance to the schools was always a factor in the system. Many parents refused to surrender their children, or moved out of the range of the missionaries, to hunting or fishing camps. The children would also resist, by running away continually, or by even attempting to set fire to the schools.

This resistance was eventually politicised by native leaders. In 1970 the Blue Quills Indian Residential School in northeastern Alberta was occupied by local native people and became the first school to be completely administered by native people.

The legacy of residential schools continues to be influential to the present day. The legacy is felt not only in the current revival of native forms of education, such as at Blue Quills, but also in native communities across the country.

As J.R. Miller points out in his book "Skyscrapers Hide the Heavens" most of the current native leaders, such as Ron George and Ovide Mercredi, came from residential schools. Although both men used their residential education to attend universities, Ron George has pointed to residential schools and the abuse and isolation he suffered there as a key factor in his later struggles with alcohol and domestic abuse.

Veronique Thusky, of the Montreal Native Friendship Centre, sees many former students who "have problems having healthy relationships with their communities." Due to the cultural attacks of the school, many students are confused as to which "values to follow." She feels many students have struggled to maintain a balance between traditional culture and their experiences at residential schools.

Veronique Thusky believes that many students have kept "the violence within themselves.", thus perpetuating the violence and abuse of residential schools. The authors of "Breaking the Silence" believe that "scores of individuals [have been] lost", and have turned to alcohol and other forms of abuse in order to "cope and/or forget."

Educational renewal is occurring with programs that reflect native culture and traditional practices. The recently announced programme at the University of Saskatchewan is an example of the new direction of education.

The Assembly of First Nations hopes *Breaking the Silence* will support its demands for compensation of abuse victims, as well as an inquiry into the school system. Jean Chretien, former Minister for Indian Affairs under Pierre Trudeau, has not made any moves in this direction.

The main auditorium of Trent University is named after Charlie Wenjack. The University of British Columbia, the University of Saskatchewan and Trent University all offer programs in Native Studies. McGill does not have a comparable department. For further information on these issues, see "Skyscrapers hide the heavens" by J.R. Miller and "Resistance and Renewal" by Celia Haig Davies. Both books, as well as many others, can be found in the Northern Collection of the Education Library.

McGill **WORK** *Study*
PROGRAM

The Student Aid Office is pleased to announce the continuation of the Work Study Program for the 1994-95 academic year!

WHAT IS WORK STUDY?

- Work Study is a program which provides students with financial assistance through part-time employment on campus. Work Study positions are varied and range from clerical jobs to more challenging jobs such as research or programming.

WHO IS ELIGIBLE?

You may apply if you are:

- a Canadian citizen, permanent resident, or international student (International students must obtain a Work Permit before beginning work).
- are a full-time McGill Student, registered during the academic period in which the work is performed and must be in satisfactory standing.
- demonstrate financial need and have applied for student loans.

HOW DO I APPLY?

- Obtain a Work Study Student Application and submit a completed form by the deadline: **October 14, 1994.**

OFFICE OF STUDENT AID & INTERNATIONAL STUDENT ADVISER
Powell Building, 3637 Peel St., Room 200

Abra abra

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I wanna reach out and grab ya.





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